

Inspection of Smith, Rebecca

16 Westfield Rise, Saltdean, Brighton, Brighton & Hove BN2 8HR

Inspection date: 7 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy in the childminders care. This can be seen as they smile when they see her and snuggle in for a cuddle when they need to. Children feel safe and secure which is evident when they readily interact with the childminder and her assistants. Children show their understanding of the childminders high expectations and respond well to her requests. For example, helping to tidy away toys before lunchtime.

Children learn about the world around them. For example, they enjoy regular trips to the beach and local parks where they explore nature and develop their physical skills. Furthermore, they learn about history and dinosaurs when they visit museums. Children are beginning to learn about equality and diversity. For instance, they talk about wheelchair access when travelling on a bus and play with small-world dolls that represent people with similarities and differences. This helps them to understand that not everyone is the same.

Children of all ages enhance their early literacy skills which prepares them well for later learning. This includes mark making with a variety of equipment, such as chunky chinks and paint brushes. Furthermore, children enjoy looking at a variety of books and listening to familiar stories which helps them to develop an interest in reading.

What does the early years setting do well and what does it need to do better?

- The childminder provides an inviting environment for children. She provides a range of resources that are suitable for the children attending each day. For example, there are board books for babies and storybooks for older children.
- The childminder plans a range of activities that encourage children's curiosity. For example, she has built a water wall with containers and tubes where children can experiment, explore and learn about gravity.
- The childminder and her assistants make good use of opportunities to promote children's communication and language skills. For instance, they introduce new words, such as 'heavy' and 'balance', as children play with toy diggers and sand. Furthermore, children regularly sing nursery rhymes to build on their vocabulary. This is seen when babies and children enthusiastically sing and perform the actions of familiar songs, such as 'Sleeping Bunnies'.
- The childminder supports children's emotional well-being. For example, she follows a daily routine to help children know what is coming next. Additionally, she teaches children how to be healthy. For instance, even the youngest children are encouraged to wash their own hands before meals.
- Generally, the childminder and her assistants support the development of children's confidence and resilience. For instance, they give plenty of praise and

encouragement which helps children to feel proud of their achievements. For example, they say 'well done' when children try to put on their own coats. However, occasionally, such as at snack times, the childminder does not fully promote children's independence or social skills.

- The childminder helps children to recognise their emotions. For example, she talks to children about how they are feeling and names emotions, such as 'happy' and 'sad'.
- The childminder and her assistants have a consistent approach to behaviour. They talk to children about rules and boundaries, such as using their 'listening ears' at story time. This helps children to understand about the expectations of their conduct.
- The childminder regularly completes observations of her assistants teaching and practice to help identify any weaknesses. She uses the information gathered to target professional development to drive improvement. However, sometimes performance monitoring is not precise enough to identify inconsistencies in practice to promote teaching to an even higher level.
- The childminder works in close partnership with parents. She keeps them fully informed of what their child has achieved each day. Additionally, she shares ideas with them to help extend their learning at home.
- Parents are very complimentary of the childminder. They comment on how, 'warm and welcoming she is' and how, 'happy their children are in her care'. Furthermore, they say their children thoroughly enjoy the many trips the childminder plans for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have completed safeguarding training and demonstrate a good knowledge of the signs that a child is at risk of harm. They understand what to do and who to contact if they have concerns about children's safety. This includes the processes to follow should there be an allegation against an adult living or working at the premises. The childminder completes checks of the environment to ensure it is safe and secure for children. The childminder has effective strategies, such as wearing high visibility jackets, to help keep children safe when on outings.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review routine times of the day, such as snack time, to further support children's independence and social skills
- improve performance monitoring of assistants to identify minor inconsistencies in practice to promote teaching to an even higher level.

Setting details

Unique reference number	EY488888
Local authority	Brighton and Hove
Inspection number	10264651
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	11
Name of registered person	Smith, Rebecca
Telephone number	07908632309
Date of previous inspection	21 June 2017

Information about this early years setting

The childminder registered in 2015 and lives in Saltdean, Brighton. She operates Monday to Thursday from 8am to 6pm all year round. She works with two assistants, one of who holds a full and relevant childcare qualification. The childminder holds a level 3 childcare qualification and receives funding for the provision of free education for children aged three and four years.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Parents shared their views with the inspector through written feedback provided by the childminder.
- The childminder, assistants and the inspector held discussions at appropriate moments.
- The childminder and inspector conducted a tour of the premises to understand the how the curriculum is organised.
- The childminder spoke to the inspector about children's learning and development.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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